Educational Behavior in Indonesian Underdeveloped Regions: Their Profile and Interest to Study in Higher Education

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Abstract : *In Indonesia the role of higher education institution especially private universities is very important in advancing areas that just came out as underdeveloped areas through improving the quality of its human resources, because of its ability to reach all corners of Indonesia. But there are still few prospective students in underdeveloped regions willing to continue their studies to the level of higher education (HE), so it is necessary to know the factors that influence the interest of prospective students to study at HE. This study is an empirical investigation of culture, social class, psychology, personality, and perceived quality effects on interest to study in HE. The unit of analysis is high school students in West Sumbawa Regency which is an area that has just come out as underdeveloped areas in Indonesia. 100 samples were taken randomly from 5 regencies which had the highest population density. Data is an indicator of each research variable taken through questionnaires and processed using structural equation modeling. The findings of this research that high school graduates at KSB are interested to study to HE, and this is more influenced by individual factors such as personality, psychology and perceived quality than cultural and social class factors. This is thought to be caused by the intensity of internet use that is included in the category of heavy users so that acculturation occurs in individuals. This finding can be used by HEI in determining the right marketing strategy by utilizing social media as a means of communication with prospective students.*

Keywords - *Interest to Study, Higher Education, Culture, Social Class, Individual Factors.*

I.   INTRODUCTION

The introduction of the paper should explain the nature of the problem, previous work, purpose, and the contribution of the paper. The contents of each section may be provided to understand easily about the paper.

The study of consumer behavior is an attempt to understand the reasons and ways consumers make purchases of products / services that will lead to the goal of achieving consumer satisfaction effectively, understanding how consumers act, think and what influences their behavior [1]. Consumer behavior studies how consumers make decisions in using their resources to obtain goods / services. An individual consumer will be directed by his culture, subculture, social class, group membership, family, personality, psychological factors, and perceived quality of the products / services he consumes [2].

Understanding consumer education behavior is a challenge for HEI so it is necessary to understand the main problems of HEI. One that influences the interests of prospective students is the public perception of HEI [3]. The problems faced by HEI may have a correlation with their consumer behavior, which could be related to cultural factors [1]. Wahyono [4] said the condition of the socio-cultural environment that did not support the spirit of learning such as poverty and the perception that studying at HE will not be able to change their future for the better, making students in rural areas difficult to learn. Public interest in education in underdeveloped regions is still relatively low [5]. Fan-Sing Hung [6] states there are many factors that influence high school students to continue their studies until the level of HE. Kotler dan Armstrong in [1] explain that consumer behavior is influenced by cultural, social, personal, or psychological factors, and these factors also influence consumers in the decision-making process of purchasing higher education services in HEI.

One of the criteria underdeveloped regions in the Republic of Indonesia Presidential Regulation whereas on the other hand qualified human resources are the main key to improve the nation's competitiveness. The higher the level of education of human resources, the more competitive the existing human resources, and in the end the better the creative power of human resources in filling the nation's development. Currently the opportunity to carry out studies to HE including in underdeveloped regions is increasingly wide open, in 2015 the total number of HEI in Indonesia was 4,482, approximately 70% were PTS [7]. But specifically in underdeveloped regions, the large number of HEIs is not accompanied by a significant increase in the number of students. There are quite a lot of PTS in underdeveloped regions that lack students, this situation can disrupt the PTS operation. Though PTS is expected to be able to make a positive contribution in improving the quality of human resources in underdeveloped regions. Therefore, it is necessary to know what factors influence the interest in studies to HE level.

The purpose of this research is to find out how educational behavior in Indonesian underdeveloped regions, their profile and interest to study in HE, by investigating their profile and the effects of cultural, social class, and perceived quality aspects on the interest of high school graduates to continue their studies to HE. Research conducted by Prabowo [8] proves that the key to the sustainability of the education business is through strengthening the HEI image both through external branding and internal branding. Likewise, the interest of prospective consumers to continue their studies and determine which HEI to choose will be strongly influenced by the HEI image. Difference from previous research, this study examines cultural, psychological, social, personality, and perceived quality variables to analyze the phenomenon of prospective students in underdeveloped regions in deciding to study at HE. How the influence of these variables either individually, combined (a combination of several variables) or overall, on the interests / decisions of prospective students in continuing their studies at HE became the focus of attention in research.

The results of this research are expected to provide a clear picture of the interests of high school students in underdeveloped regions to continue their studies at HE. The results of this research are expected to be used by HEI in underdeveloped regions to develop strategies to get students in order to achieve a good business education sustainability and in the end can be a means for human resource development in underdeveloped regions. The results of this research can also be used as a consideration in planning national human resource development through HE especially in underdeveloped regions.

II.   LITERATURE REVIEW

2.1   Overview of Underdeveloped Region in Indonesia

Presidential Regulation of the Republic of Indonesia (Perpres) No. 131 of 2015 concerning Determination of Underdeveloped Regions in 2015-2019, defines underdeveloped regions as regency regions whose regions and communities are less developed compared to other regions on a national scale. An area is determined as a underdeveloped region based on the following criteria: a. community economy; b. human Resources; c. facilities and infrastructure; d. regional financial capacity; e. accessibility; and f. regional characteristics. The criteria for underdevelopment are measured based on indicators and sub-indicators, where the provisions regarding indicators and sub-indicators are regulated by a ministerial regulation that organizes government affairs in the area of underdeveloped regions development. The government determines underdeveloped regions once every 5 years nationally, this determination is based on the proposal of the minister by involving the relevant ministries / institutions and local governments. At present the President of Indonesia has established 122 regencies as underdeveloped regions 2015-2019, and one of them is West Sumbawa Regency, West Nusa Tenggara (NTB) province.

According to Lubis [9] in fact the underdeveloped regions have natural resources and human resources that are potential to be developed and utilized in order to improve the welfare of the local people and as a source of income for the regional and central government. However, underdeveloped regions have limitations in terms of funding, technology, and quality of human resources, so it is deemed necessary to carry out studies on various matters in the framework of accelerating the improvement of people's welfare in underdeveloped regions. One of the reasons for the constraints to accelerating decentralization and regional autonomy include: the limited availability of good and professional human resources [10]. This is supported by the statement of [11] Syahza

who said that the obstacles faced in developing underdeveloped regions as include the limited ability of human resources in mastering technology. Furthermore, it is said that the development program and improvement of the quality of human resources are carried out through improving the quality and equity of education, both carried out by the government and by the community. Thus, it is expected that the acceleration of the use of science and technology will support various fields of development.

The policy direction of the development of underdeveloped regions is to accelerate the development of underdeveloped regions through increasing the development of the regional economy and the quality of HR, one of which is done through the improvement of quality education services in underdeveloped regions (Final Report of the Evaluation Program of Development and Development of Special Regions and Underdeveloped Regions 2010-2014 RPJMN). Considering that 70% of HEI is PTS, the role of improving the quality of HR is mainly determined by PTS. Former Minister of Villages and Underdeveloped Regions Marwan Jafar in his scientific speech at STIMIK Indonesia Banjarmasin and ATPN Banjarbaru in Sultan Suryansyah Building, Banjarmasin, Thursday, 7 December 2017, stated that PTS has an important role in increasing the competitiveness of Indonesian HR at ASEAN level. In Indonesia, PTS is able to reach remote areas compared to state universities (PTN). In Indonesia, PTS is able to reach remote areas compared to state universities (PTN). For this reason, the existence of PTS needs to be maintained in order to be a solution to improve the quality of Indonesian HR, especially in underdeveloped regions.

2.2   Interest to Study in HE and its Determining Factors

Interest to study in HE in this research approached through the interest in buying a product which means decided to continue their studies at PT. [12] Durianto and Liana say buying interest is something that is related to consumers' plans to buy certain products. Planning to buy products according to [13] consists of Attention: attention to the product, Interest: product interest, Desire: desire to own the product and Action: to take action to buy the product. According to [14] Thamrin, buying interest is part of a component of consumer behavior in consuming and is the tendency of respondents to act before deciding to buy.

[1] Schinaider explains that consumer education behavior is in accordance with the profile of prospective students who make decisions and are influenced by cultural, personal, social and psychological factors. It was further explained that the analysis of consumer profiles also involved evaluations of income, age, sex, marital status, education level, city of residence, reasons that made consumers obtain educational services. Understanding HEI's consumer profile is a complex task for marketers, because every consumer thinks and acts differently [15]. [2] Rani, added that besides being influenced by cultural, social, personal, psychological characteristics, purchasing decisions are also influenced by perceived quality, so understanding of the influence of these factors is very important to develop appropriate strategies to attract students' interest in continuing their studies to HE.

2.3   Culture and Sub Culture Factors

[16] Susanto, A.B explains that culture is the most basic determinant of desires and behavior. [17] Yakup, D defines that culture is a set of shared goals among community members, customs, norms and traditions, which are the basic reasons for one's desires or interests, cultural differences in consumer behavior between countries are quite large. Research shows that there are many important factors that influence the choice of HEI, and each factor has a different level of importance for each country and each student [18]. Prospective students (high school students) get a collection of values, perceptions, preferences, and behavior from their families and other important institutions since they were children. Children raised in big cities will receive different cultural values from children raised in small towns and in the countryside. Each culture consists of smaller sub-cultures which provide more special characteristics and socialization for their members. Sub-cultures consist of nationalities, religions, racial groups, and geographical areas. Many sub-cultures form important market segments, and marketers often design products and marketing programs that are tailored to their needs [19]. The preferences of individuals who live very close to each other can be different, because individuals may have different subcultural values, attitudes and social structures from other sub-cultural members [17]. Sub-culture is defined as a group that has shared beliefs and experiences that distinguish them from other larger groups, and this group may have values and norms that are different from the majority, such as

behavior, beliefs, symbolic expressions, social situations, consumption activities, religion, ethnicity, sexuality or interests [20].

This research assesses cultural factors by examining how prospective students (high school students) use a set of values, perceptions, preferences, and behavior from their families and other important institutions in deciding to continue their studies to HE. Whereas the assessment of sub-cultural factors in this research was carried out by assessing values and norms such as behavior, beliefs, social situations, consumption activities, ethnicity, or interests of prospective students in continuing their studies to HE in West Sumbawa.

2.4   Social Class Factor

Social groups, a group of people who have the same lifestyle, this group is formed by individuals. Some social class features include the behavior of members of social class structure, level of education, attitudes, values and communication style are similar, and these characteristics are different from other social class members, and social class is determined by several variables of education, income, residence, activities and values [17]. According to [21] Solomon, social class has an impact on a person in using his money, how the choice of consumption reflects the 'place' of consumers in society. Consumers often buy and show products as determinants of social class. According to [19], social class is an important variable in determining where a consumer purchases. Different social classes have different perspectives on what consumers think is appropriate to good fashion or taste. The assessment of social class in this research is carried out through measurements of the level of education, economic ability, and level of social status of prospective students.

2.5   Psychological factor

[22] Kotler and Keller identified several consumer characteristics and psychological factors that can influence consumer behavior. Psychological influence is very important in influencing consumers, psychological factors consist of motivation, perception, learning, and beliefs and attitudes [13], [23]. Motivation as an internal factor encourages individuals to make efforts in achieving goals, and becomes the basic driver of motivation is meeting needs (Trehan in [24] Nugroho. Perception is how individuals process information received subjectively based on their needs, and experiences, so that different people may have different perceptions of the same stimulus [24]. Learning results in changes in consumer behavior as a result of experience, the latest information received, past experience of a product [22], [25]. Beliefs are defined as individual thoughts about something that can be based on actual knowledge, opinions, or beliefs about something, while attitudes are defined as evaluations and consistent feelings of individuals towards an idea or action [13]. This research measures psychological factors through assessment of motivation, perception, learning, and beliefs of prospective students in continuing their studies to HE.

2.6   Perceived Quality Factor

Perception is the process through which an individual chooses, organizes and interprets the information he receives to do something that makes sense, perception can decide whether and how the person will act [2]. [26] Kotler explains that perception is the process used by consumers to select, organize, and interpret information inputs to create a meaningful picture of the world. Perceived quality is defined as the perception of goods or services, perceived quality represents consumer judgments about the superiority of an item [27]. In this research, the perceived quality of HE is intended as the perception of prospective students about the quality of HE in ensuring their future.

2.7   Personality Factor

Personality factors are a way to gather and classify the consistency of an individual's reaction to the situation that is happening [28] . A person's behavior in buying something is also influenced by personality factors of the consumers concerned. Personality factors combine psychological order and environmental influences. Including the basic character of a person, especially their dominant characteristics. Although personality is a useful concept in studying consumer behavior, some marketers believe that personality

influences the types and brands of products purchased. Dimensions of personality according to Setiadi, A, (2019) include:

1. Extraversion of a personality dimension that characterizes someone who is sociable and talkative and assertive.

2. Pleasant nature of a personality dimension that characterizes someone who is kind, cooperative and trusting.

3. The quality of listening to conscience is a personality dimension that characterizes a person who is responsible, reliable, diligent and achievement oriented

4. Emotional stability a personality dimension that characterizes a person who is calm, passionate, guaranteed (positive), opposed to tense, anxious, depressed and unstable (negative).

5. Openness to the experience of a personality dimension that characterizes an imaginative, artistically sensitive and intellectual person.

This research measures personality factors by assessing the five dimensions of personality possessed by prospective students, including dimensions of extraversion, pleasant nature, the nature of listening to conscience, emotional stability, and openness to experience.

III. METHODOLOGY

The unit of analysis in this research is high school students in one of the underdeveloped regions in Indonesia, namely West Sumbawa Regency (KSB), West Nusa Tenggara. The regions sampled are 5 districts that have the highest population density in West Sumbawa, namely Maluk District, Brang Rea District, Jereweh District, Seteluk District, and Taliwang District. The reason for determining high school students as a sample is because prospective students who will continue their studies at HE are high school students. The number of samples taken was approximately 100 students. Data collection was carried out through questionnaires to obtain data in the form of indicators of each research variables. These indicators include indicators of cultural, sub-cultural, social class, psychological, perceived quality, personality and interests of high school students to continue their studies to HE level. The indicators for each research variable are as illustrated in the two tables below.

Table 1. Indicators of Culture, Sub-Culture, Social Class, and Personality

Culture	Sub-Culture	Social Class
The views of the local community towards HE (Cult 1).	Continuing education to HE is a characteristic of KSB(SubCult 1).	Parent's education (ClasSoc1).
Availability of information about HE from schools (Cult 2).	Continuing education to HEI in big cities is a characteristic of KSB (SubCult 2).	Parent's income (Clas Soc2)
Availability of information about HE from the reference group (family, friends / neighbors / relatives, community leaders, celebrities) (Cult 3).	Continuing education to HEI outside the KSB is a characteristic of the KSB community (SubCult 3).	Parent's social status (Clas Soc3).
Availability of information about HE from the mass media (advertisements, fliers, brochures, HE's websites) (Cult 4).	There is a general opinion at the KSB that women do not need to continue their studies to a higher level (SubCult 4).	Parent's houses / other assets (Clas Soc4).
Habits of family members in continuing	There is a general opinion	Parent's

their studies to the HE level. (Cult5).		prevailing at the KSB that the higher the education the higher the social status (SubCult 5).	reputation (ClasSoc5).

Table 2. Indicators of Psychology, Personality, Perceived Quality, and Interest

Psychology	Personality	Perceived Quality	Interest
Determined to succees (Psy1)	Outgoing and friendly (Prsnl 1)	Study at HE is not an obstacle to making money (Percep1)	Attention : have the attention and interest to continue their studies at HE after graduating from high school (Intrst 1)
Confident that success can be achieved through HE (Psy 2)	Nice, and team work (Prsnl 2)	A bachelor's degree can guarantee get a good job (Percep 2)	Interest: interested in getting more detailed information (hearing explanations, seeing firsthand) about studies at HE (Intrst 2)
HE is able to increase competence to be successful (Psy 3)	Responsible, reliable, diligent and orientation on profession (Prsnl 3)	A bachelor's degree can guarantee a high salary (Percep 3)	Desire : desire to continue his studies to HE after graduating high school (Intrst 3)
HE is a basic need for someone (Psy 4)	Calm, enthusiastic, think and apply positively, and opinionated strong (Prsnl 4)	Parents have the same perception about studies in HE (Percep 4)	Action : has decided to continue his studies to HE after graduating high school (Intrst 4)
The tuition fees are very expensive someone (Psy 5)	Open mind, imaginative, sensitive, creative and intellectual (Prsnl 5)	Higher education for women is a natural thing (Percep5)	

The seven variables above are measured through five alternative answers that refer to the Likert scale technique, namely Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly agree (5). This research was conducted in 2 stages, the first stage was a description of respondents 'profiles including respondent's identity, behavior in using the internet and mobile phones, as well as respondents' opinions about culture, social class, psychological, personality, perceived quality, and interest in studying in HE which were explained through indicator of these variables. The second stage examines the influence of cultural, sub-cultural, social class, psychological, perceived quality, and personality variables on the interests of high school students to continue their studies in HE.

Data is processed using structural equations model (SEM) using the Smart-PLS program. To test what indicators are valid and reliable to form research variables, a confirmatory factor analysis is performed with the loading factor test criteria above 0.5. Furthermore, to examine the influence of cultural, sub cultural, social class, psychological, perceived quality and personality variables, on the interest of prospective students to continue their studies to HE, it is carried out by evaluating the structural model (inner model) which consists of a significance test and R^2 calculation of endogenous variables. The model significance test is performed by boostrapping (resampling). At the 95% confidence level, the exogenous variable significantly influences the endogenous variable if it has a p value (p value) <0.05. The value of R^2 is used to assess how much influence the independent latent variable has on the dependent latent variable.

IV. RESULT AND DISCUSSION

4.1 West Sumbawa District (KSB) Overview

KSB is one of the nine regencies/cities in West Nusa Tenggara Province. Geographically, KSB is located between 08° 29 'and 09° 07' LS and between 116° 42 '- 117o 05' BT. The position of the KSB is quite strategic because it is the 'Gate' from Lombok Island to Sumbawa Island. The area of the KSB is around 1,849.02 km2, with an altitude between 0-1,730 meters above sea level. The KSB is divided into 8 districts and 65 villages. The district with the highest number of villages is Taliwang District (15 villages), the least number of villages is Jereweh District (only villages).
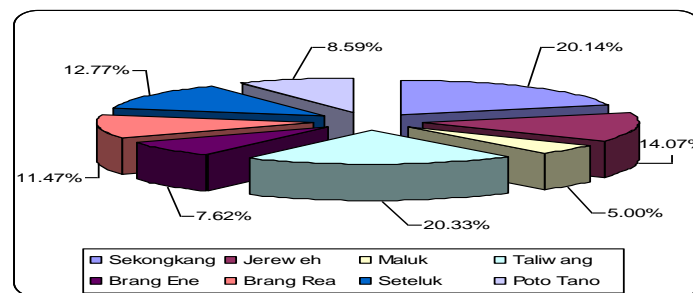

Figure 1. Proportion of Regional Divisions in the KSB

4.2 Human Resource

About 61% of the total workforce age is work, the rest is unemployment. 84% of unemployed have secondary school education or lower. 87% of the population who work have high school education and lower, and 13% have a Diploma and University education. Education is one of the main indicators to measure the quality of human resources. The better the level of education in an area, the better the quality of its human resources. To improve the quality of education, facilities and infrastructure as well as regulations that support the development of education are better. In 2017 KSB had 268 school buildings for kindergarten, elementary school, junior high school and senior high school, with a total of 35,882 students, and 3,084 teachers. The student-teacher ratio for elementary school levels is the largest at 18. The student-teacher ratio for other education levels is for the kindergarten level of 9, the junior secondary level of 7, and the high school level of 9.

4.3 Identity of Respondents

The respondent's identity is illustrated through the average age of the respondent, education, family size, education and work of parents. The average age of respondents is 18 years old, they sit in class XII high school, and the average number of members is 5 people. Most of the respondents' father's education is high school, while the education of mothers of respondents is lower. Most of the respondents' fathers are entrepreneurs and farmers/fishermen, while most of their mothers are farmers or housewives.

4.4 Utilization of Information Technology

Only 28% of respondents have a personal computer, but 93% of them have a mobile phone. Even so, respondents have the intensity of internet use classified as heavy users with an intensity of use of more than 1.5 hours per day.
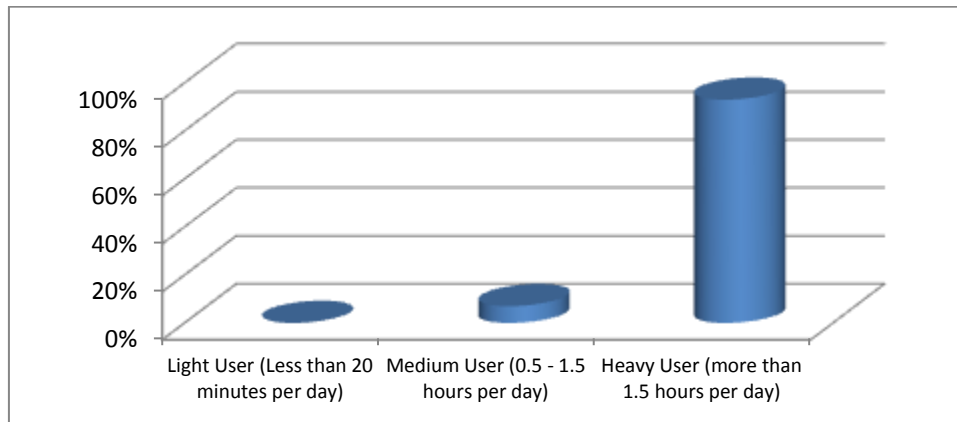

Figure 2. Intensity of Internet Usage

83% of respondents use the internet to find information related to material in completing school work, 53% of them use it to look for information about education. Entertainment that is sought through the internet is chatting (73% of respondents do it), and 50% of respondents use it to search for information about hobbies, entertainment, online games, and downloading songs.

4.5 Interest to Study in HE and Preference for choosing a HEI.

45% of respondents have confirmed that they will continue their studies to HE. As many as 28% want to continue their study in HE but are constrained by funding, while 27% of respondents are still unsure whether to continue their studies or not. Only 20% of respondents who will continue their studies to HE plan to continue their studies in West Sumbawa, the rest prefer to study outside West Sumbawa. The reason for continuing study to HEI outside West Sumbawa is because the choice of study programs is more and more interesting (11%), to seek experience (57%), better quality and facilities (10%), and not answering (22%).

4.6 Description of Research Variables

The results of measuring indicators of cultural, sub-cultural and social class variables, can be seen in the following table below.

Table 3. Mean and Mode of Cultural Variables, Sub Culture, and Social Class

Cultural Indicator	Mean	Mode	Sub-Culture Indicator	Mean	Mode	Social Class	Mean	Mode
Cult 1	4.45	4	SubCult 1	3.76	4	Class Soc 1	3.09	3
Cult2	4.26	4	SubCult2	3.62	3	Class Soc 2	2.74	3
Cult 3	3.74	4	SubCult 3	3.71	4	Class Soc 3	2.47	3
Cult 4	3.92	4	SubCult 4	1.79	2	Class Soc 4	2.48	2
Cult 5	3.31	4	SubCult 5	3.65	4	Class Soc 5	2.72	3

KSB community considers study in HE is very important (Cult 1), schools or teachers continuously provide information about HE and emphasizes the importance of continuing studies to HE (Cult 2), talk about HE is a normal thing in the family, friends / neighbors / relatives (Cult 3), information about HE can be obtained through advertisements, fliers, brochures, HE's website (Cult 4), and continuing study to PT is a common thing at KSB (Cult 5). KSB community considers study in HE. Respondents agreed with the opinion of continuing studies to HE (SubCult1), continuing education to HE in big cities outside KSB (SubCult3), and social status determined by the high level of education of a person (SubCult5) is a characteristic of KSB. They do not agree with the opinion that continuing education to HEI in big cities is a characteristic of KSB (SubCult 2) and women

do not need to continue their studies to a higher level (SubCult4). Most respondents think that level of education (Clas Soc1), income (Clas Soc2), social status (Clas Soc3), houses / other assets (Clas Soc4) and reputation (ClasSoc5) of their family are not included in the high category. This means that respondents think their family is included in the lower middle class.

The results of measuring indicators of psychology, personality, and perceived quality indicators variables, can be seen in the following table below.

Table 4. Mean and Modes of Psychology, Personality, and Perceived Quality

Psychology Indicator	Mean	Mode	Personality Indicator	Mean	Mode	Perceived Quality Indicator	Mean	Mode
Psy 1	4.74	5	Prsnl 1	3.73	4	Percep 1	3.01	3
Psy 2	4.07	4	Prsnl 2	4.17	4	Percep 2	2.96	3
Psy 3	4.13	5	Prsnl 3	4.04	4	Percep 3	4.05	4
Psy 4	3.91	4	Prsnl 4	4.06	4	Percep 4	4.29	5
Psy 5	2.95	3	Prsnl 5	3.95	4	Percep 5	2.70	3

Psychologically the respondents have the motivation to become successful career in the future (Psy 1), have a strong belief that success can be achieved if they continue their studies to HE (Psy2), education is able to increase their competency to be successful (Psy 3), and HE is a necessity basis for someone (Psy4). But they consider HE costs not yet affordable by the local community (Psy 5). Respondents agree if HE determines to succees (Psy1), confident that success can be achieved through HE (Psy 2), HE is able to increase competence to be successful (Psy 3), HE is a basic need for someone (Psy 4). But the tuition fees are not affordable by them (Psy 5). The respondent's personality is outgoing and friendly (Prsnl 1), good and can work in a team (Prsnl 2), responsible, reliable, diligent, and profession-oriented (Prsnl 3), calm, enthusiastic, thinking and applying positively, and strong opinion (Prsnl) 4), and open mind, imaginative, sensitive, creative and intellectual (Prsnl 5). Respondents' perceptions of a bachelor's degree are able to guarantee a high salary (Percep 3), although they are still unsure whether a bachelor's degree can guarantee they get a good job (Percep 2), they are still unsure whether the time spent studying at HE will not deter them to earn money (Percep 3) and HE for women is a natural thing (Percep5). Their parents have the same perception about studies in HE (Percep 4).

Table 5. Mean and Mode Interest Variable

Interest Indicators	Mean	Mode
Interest 1	4.36	5
Interest 2	4.26	4
Interest 3	4.29	5
Interest 4	4.12	5

The table shows that respondents are interested in continuing their studies to HE after graduating high school later (Interest 1), they want to get more detailed information (hear explanations, see firsthand) about studies in HE (Interest 2), wish to continue their studies to HE after graduating high school (Interest 3), and have decided to continue their studies to HE after graduating from high school (Interest 4).

4.7 Confirmatory Factor Analysis (Outer Model) and Structural Model Evaluation (Inner Model)
    The validity and reliability tests of all research variables are carried out through an evaluation of the measurement model (Outer Model). The validity value of each indicator is shown by the loading factor value of each indicator (see figure 3). Chin and Hair et al in [29] said that for exploratory research, indicators that have a loading factor ≥ 0.5 can be said to be valid forming research variables.
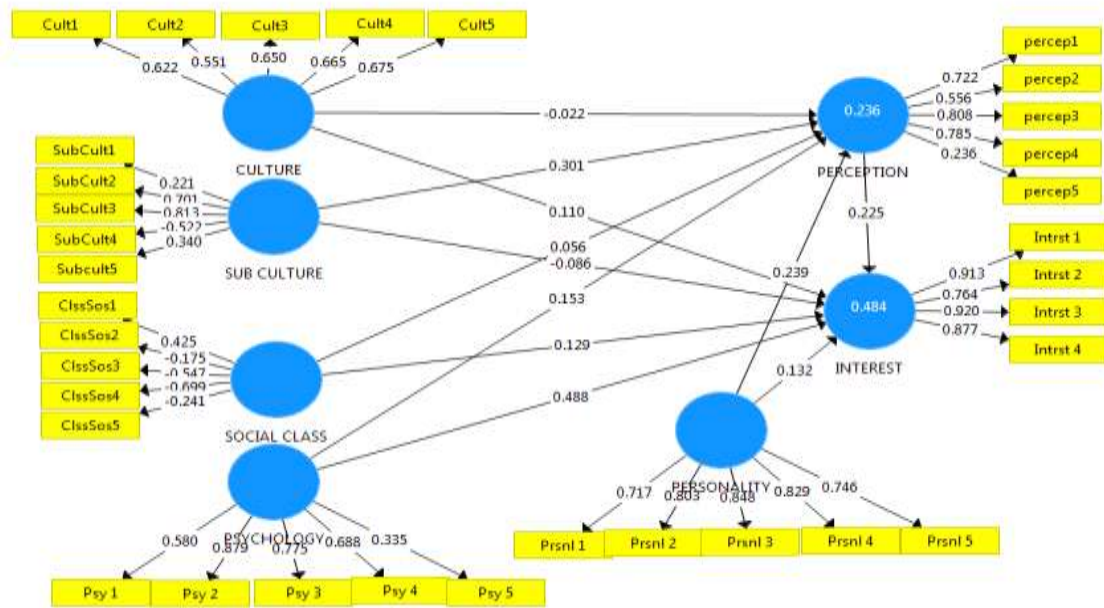
Figure 3. Factors Affecting Interest in Study in Higher Education (Model 1).

Invalid indicators form research variables are SubCult 1, SubCult 5, ClassSoc 1, ClassSoc 2, ClasSoc 5, Psy 5, and Percep 5. The loading factor of the indicators are below 0.5, so these indicators are excluded from the model. The figure below is a model in which all indicators are valid (model 2).
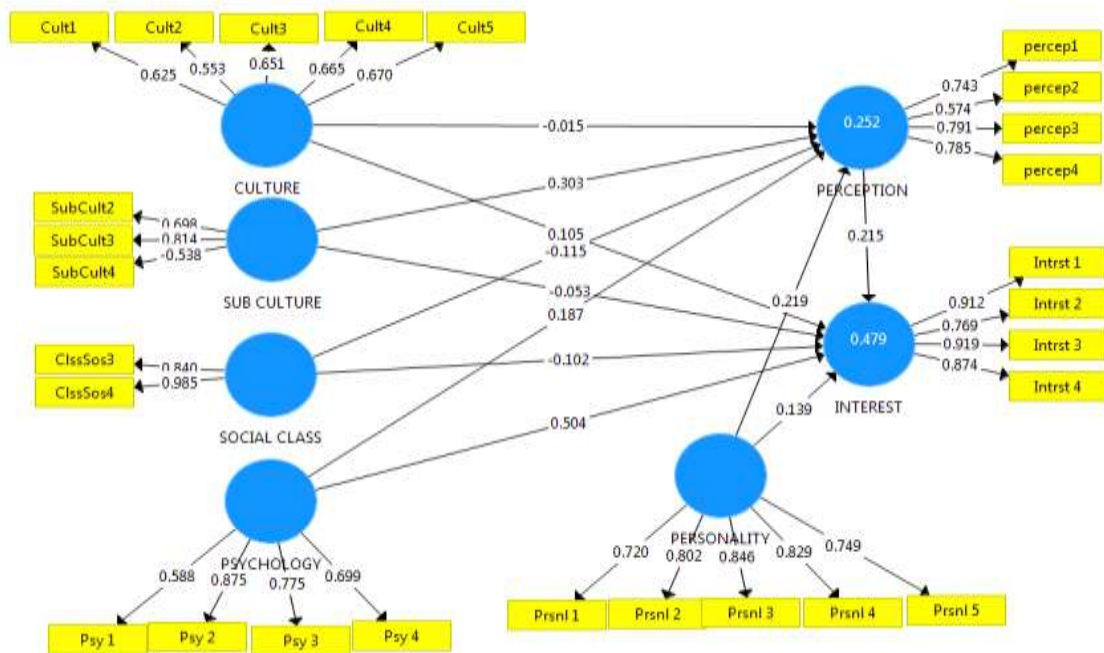

Figure 4. Factors Affecting Interest to Study in HE (Model 2).

The next step is to test the reliability and validity of the variable (construct). If the variable (construct) has a cronbach's alpha value above 0.7, the composite reliability is above 0.7, and the average variance is above 0.5, then the variable (construct) is said to be reliable and valid and can be processed next stage of processing [30]. the next processing is evaluating the structural model (inner model). The following table is the value of Cronbach's alpha, composite reliability, and average variance of the variable.

Table 7. Reliabilitas dan Validitas Variabel Riset (konstruk)

Construct	Cronbach's Alpha	Composite Reliability	Average Variance
Interest	0.892	0.926	0.758
Culture	0.626	0.770	0.402
Sub Culture	0.471	0.378	0.480
Social Class	0.846	0.913	0.840
Perceived Quality	0.716	0.823	0.526
Personality	0.855	0.893	0.625
Psychology	0.718	0.827	0.550

From the table above, culture and sub-culture variables are not reliable and valid, so they must be removed from the model. The reliability and validity of the research variables in model 3 can be seen in table 8. The table shows that all the variables (constructs) of model 3 are reliable and valid.

Table 8. Reliability and Validity of Variables (Model 3)

Construct	Cronbach's Alpha	Composite Reliability	Average Variance
Interest	0.892	0.926	0.758
Perceived Quality	0.716	0.823	0.526
Personality	0.855	0.893	0.625
Psychology	0.718	0.827	0.550
Social Class	0.846	0.913	0.840

Evaluation of the structural model (inner model) consists of tests of significance for each exogenous variable to each endogenous variable. If an exogenous variable has a t value above 1.650, this variable is significant with a 90% confidence level [30]. Variables that have a t value below 1,650 will be excluded from the model because it is not significant at the 90% confidence level.
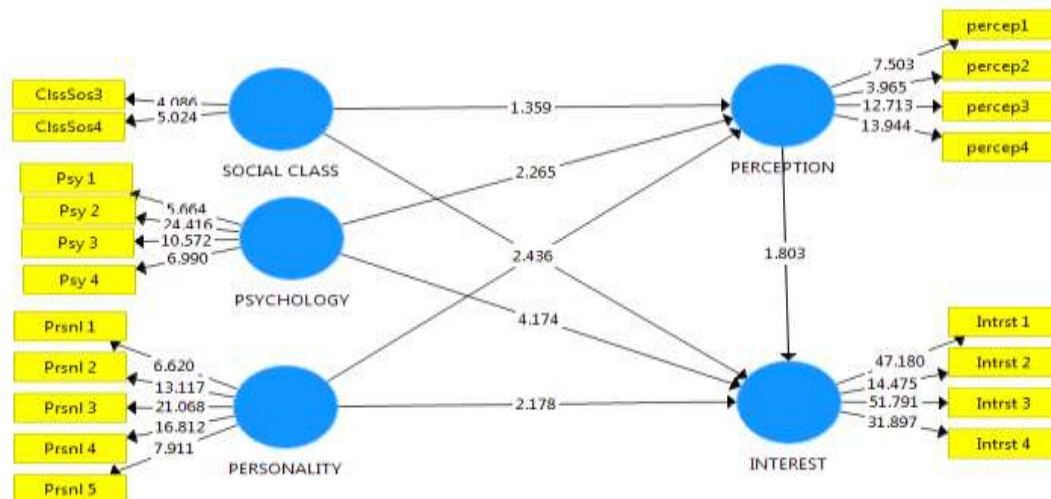

Figure 5. Test of Significance of Model 3

Figure 6 shows the Social Class variable does not significantly influence the Perceived Quality and Interest, so it is excluded from the model. Thus, the model 'Factors Affecting Interest to Study in HE' becomes model 4 as shown in figure 7.
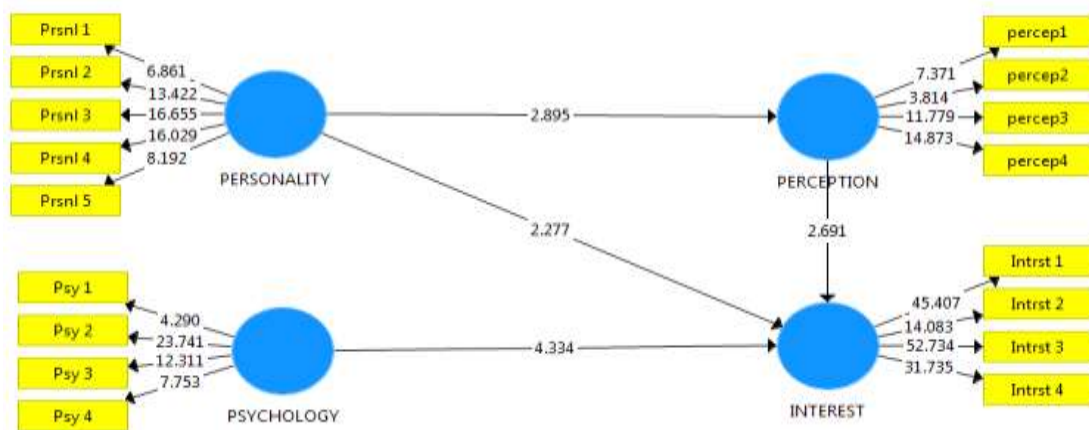
Figure 7. Test of Significance of Model 4.

Figure 7 shows the variables that significantly influence the study interest in HE with a confidence level above 95% are personality, psychology, and perceived quality, where all three variables have a t value above 1.970. To assess how much influence these variables have on the interest, the value of R^2 (see figure 8) is used.
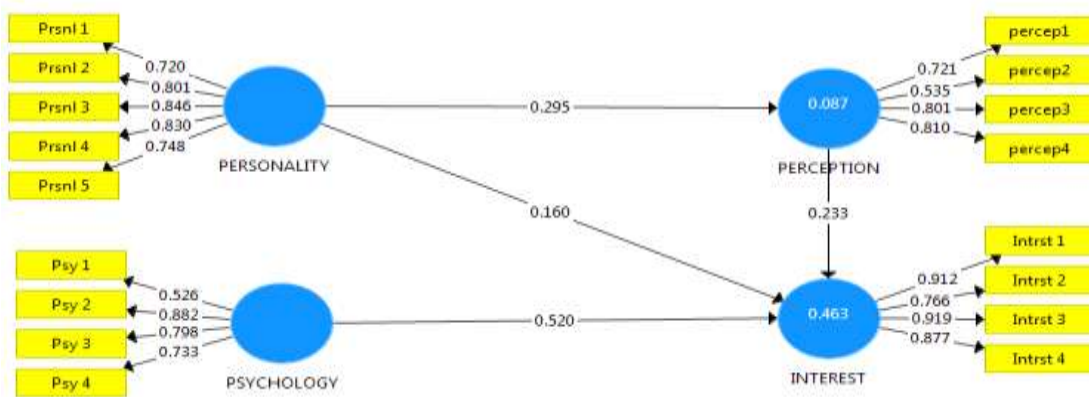

Figure 8. Factors Affecting Interest to Study in HE (Model 4).

Figure 8 shows that the influence of personality, psychology, and perceived quality variables on interest are 46.3%, where 53.7% influenced by other variables not examined in this research. Furthermore, tested whether the overall model is included as a good model or not, use the fit test model. To test the fit model on the Smart-PLS program the SRMR, d_ULS, Chi-square, and NFI values are used [30], [31]. Model fit test results can be seen in the table below. From this table shows that the resulting model has been tested as a good model.

Table 9. Model Fit Results

Indeks Goodness of Fit	Score	Cut off value
SRMR	0.104	0,08 - 0,1
d_ULS	1.648	> 0,05
Chi-Square	323.105	High value
NFI	0.669	0,7 – 1,0

Discussion

The location of the KSB is quite far from the Regency capital, inadequate accessibility causes sparse population density. As a underdeveloped region, KSB actually has quite good educational facilities. The number

of schools from kindergarten to high school levels is quite large, the student-teacher ratio is very good, and in the KSB, region already has one PTS. But in reality, one third of the workforce is still unemployed, and almost 90% of those unemployed have secondary and lower levels of education. On the other hand, the facts found in this research indicate that KSB young people have a high interest in continuing their studies to HE, approximately 73% of respondents said they wanted to continue their studies to HE level. This fact does not support the opinion of [5] which states that the interest of residents in underdeveloped regions towards education is still relatively low.

The results of this research prove that the interest to study in HE is not significantly influenced by cultural, sub-cultural and social class variables. As an area that has less accessibility, the influence of cultural, sub-cultural and social class variables on the study interest in HE is enough to raise questions. Culture involves thoughts, words, traditions, language, material, attitudes, and feelings of people in a community can show similarity, then the geographical area is very important in the formation of sub-cultures and social classes [17]. So that the smaller the accessibility of an area, the influence of cultural factors, sub-culture, and social class will be stronger. This is due to the smaller influence of the external environment on the community. However, the conditions in KSB can be explained if we pay attention to the intensity of the internet use of respondents classified as heavy users. [32] H. Kizgin, stated that consumer acculturation is influenced by social media, and social networking is an integral part of the consumer acculturation process. Further explained the online communication channel provides a new communication infrastructure with which users can share content, opinions and suggestions, and maintain social relations. For example, young people's involvement with social media can influence their health-related behavior [33]. This can also apply to people in underdeveloped regions such as KSB. When marginal consumers regularly mingle with other cultural groups using social media, they can build and strengthen relationships with many broader communities in an online context [34]. Social media sites tend to act as intermediaries and bicultural conciliators that allow the representation and exhibition of minority consumer individuality [35]. This opinion can also explain the reasons why respondents have an open mind in choosing HEI. Most of them chose to continue their studies to HEI outside KSB to get a lot of experience, as well as to get better facilities and the desired study program.

Other findings from this research are the variables of personality, psychology, and perceived quality significantly influence the respondents' interest to continue the study to HE. If referring to [17] Yakub, which states that motives, perceptions, attitudes, experiences, self-concepts, can be considered as individual factors while culture, family, not individual factors, then the interest in continuing studies to HE in KSB is more influenced by factors individual. Because personality, psychology and perceived quality are individual factors. This finding is in line with [2] Rani, which states that the interest in buying an individual is led by psychological factors and personality. Psychological influence is very important in influencing consumers, motivation as an internal factor guiding or encouraging individuals to perform certain behaviors to achieve goals [23]. Psychological factors are one of the best predictors in choosing HEI [18]. The desire of respondents to be successful in future careers, the confidence of respondents that success can be achieved if they continue their studies up to HE level, and respondents' belief that education can improve competency to be successful has a significant effect on the interest in continuing study to HE. This finding is also in line with [36] Ghoni which states that personality factors have a positive and significant effect on consumer behavior.

Personality of respondents who are good, happy to get along, responsible, diligent and oriented to the profession, passionate, think and behave positively, open-minded, imaginative, sensitive and intellectual are the dominant characteristics of the respondent. These characters significantly influence their interest in continuing their studies to HE. Furthermore, interest can change one of them due to the influence of perceived quality [37]. Perceived quality is defined as the perception of goods or services, perceived quality represents consumer judgments about the superiority of an item or service [27]. Respondents have perceptions about HE, among others, studying in HE is not a hindrance to making money, a bachelor's degree is able to guarantee getting a good job, and being able to guarantee getting a high salary has a significant effect on interest in continuing to study at HE. According to [38]. HEI throughout the world has begun to use social media to reach prospective students as well as to interact, social media is able to improve communication and help with promotion and development activities. Most prospective students are reported to use social media to learn more about HEI being considered for their choice, so it is advisable to explore which social media is the most widely used, then

through this an attempt is made to maximize the recruitment strategies of the most effective prospective students [39]. Because online consumer socialization through peer communication is able to influence purchasing decisions by strengthening product involvement [40]. This research shows that individual factors are the most dominant in determining interest in continuing study in HE. Each individual has personality, psychology, perceived quality that is very supportive of interest in continuing study to the HE level. the intensity of heavy internet users, making use of social media as a means of communicating with prospective students is a good choice. Communication patterns and materials need to be designed well by strengthening the involvement of products from HE, so that they can influence the psychological aspects, personality, and perceived quality of prospective students.

V. CONCLUSION

As one of the regions included in the category of underdeveloped areas and having inadequate accessibility, young people in the KSB region have a high interest in continuing their studies to the HE level. The intensity of the use of the internet included in the category of heavy users is thought to cause acculturation of potential consumers. They regularly mingle with other cultural groups using social media, build and strengthen relationships with many broader societies. Thus, influencing individual factors to be more open-minded, optimistic about the future, and believe that higher education will be able to bring them to reach success. This finding can be used by HEI in determining the right strategy in capturing prospective students, namely through the use of social media as a means of communicating with prospective students.

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